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ABSTRACT

Reported was the special education project designed to develop a new model for training teachers of secondary level educable mentally retarded (EMR) children. Prior to model development, research conducted indicated that there was widespread dissatisfaction with current educational programs, since an inadequate balance between vocational and academic learning was found. Needs of EMR students and the competencies required of their teachers were determined. It was found that occupational information and preparation curriculum area were thought to need the most emphasis, followed by activities of daily living, psychosocial, and academic. Competencies rated necessary for the teacher were ability to provide for work adjustment, job seeking, job tryouts, job placement, vocational evaluation, personal care training, and social development. A secondary EMR curriculum was reported to have been developed that included areas such as work adjustment training, vocational evaluation, interpersonal relationship experiences, and manual skill development. An undergraduate teacher training program was then developed that focused on the student needs and teacher competencies. (CB)

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Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model

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Project Director

Project Report No. 2
Final

August, 1972

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PREPARING TEACHERS OF SECONDARY LEVEL EDUCABLE MENTALLY RETARDED:

A New Model

Project Report #2 (Final)

Prepared by

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and

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FOREWORD

The continuing concern expressed by persons aware of the plight of high school age educable mentally retarded (EMR) has led to a Special Education Project at the University of Wisconsin-Stout (formerly Stout State University), Menomonie, Wisconsin.

This project is funded by the Office of Education's Bureau of Education for the Handicapped, Division of Training Programs. An original funding period ran from June 1, 1970, to August 31, 1971; a second year planning grant was awarded for the period ending August 31, 1972.

The project assignment was to study the need for a new training model for teachers of secondary EMR. The original project year determined the urgency of such a model program and the second year saw the design and preparation of the model program.

This teacher training model utilizes strengths from vocational education, vocational rehabilitation, teacher education, special education, and general education areas to train teachers of secondary EMR to prepare their students for adequate vocational and social adult functioning.

This publication is the second in a series of project reports. Project Report #1 (April, 1971) reviewed the literature pertaining to the education of secondary level EMR, explained the Stout Special Education Project proposal, and described the Curriculum Planning Conference and the resulting field questionnaire. The current report, Project Report #2, describes the results of this field research on secondary EMR student needs and teacher competencies, a design for a high school program to meet these needs, and a model teacher training program to provide the teacher with the competencies to meet these needs.

An undertaking of this magnitude has necessarily involved many people:

Dr. Bruce Balow, Director, Dr. Harold Heller, former Acting Director, Dr. Bobby Palk, Special Projects Officer--of the Division of Training Programs, Bureau of Education for the Handicapped at the Office of Education--deserve much recognition for seeing the need for this study and for supporting the Stout proposal.

Input from the Wisconsin Division for Handicapped Children, especially John Melcher, Administrator, Kenneth Blessing, Director of the Bureau for Exceptional Children, Victor Contrucci, Chief of the Mentally

Handicapped Section, and Thomas Stockton, Curriculum Consultant, assure a viable and credible teacher training program.

Mr. Wilbur Kalinke, Administrator, Marathon County (Wisconsin) Special Education Program, Dr. Kenneth Reagles, University of Wisconsin-Madison, and Dr. Gary Clark, University of Kansas, have provided many hours of data interpretation, evaluation, and suggestions.

Members of the Stout faculty gave many hours in preparing competency-based course outlines ensuring that this model teacher education program provide future teachers with skills and knowledges to meet the many needs of their high school EMR students. The encouragement from Dr. John Stevenson, Dean, School of Education and Dr. Paul Hoffman, Department Chairman, has greatly aided in completing this project. To the administrators, educators, parents, and other personnel who attended the November 1971 Curriculum Conference, and the 205 teachers and administrators of secondary EMR classes in Wisconsin who willingly gave their time to provide the basic data for this study, we are greatly appreciative.

For the many individuals who have contacted us expressing their concern for more adequate preparation of retarded youth for adult living, we hope this report provides some answers. For those wanting empirical results of the teacher training program, occasional interim reports will be published. If this publication succeeds in improving educational and rehabilitation services to retarded youth, then our goal has been achieved. We sincerely hope it will.

Donn Brolin &
Barbara Thomas
August 4, 1972

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SECTION I: INTRODUCTION

Overview of Project

Recent issues in special education generally and secondary level EMR education specifically, have caused educators to take a closer look at educational programming for the retarded. At the secondary level many schools have implemented work-study programs in an attempt to offer their EMR students a meaningful curriculum. Other schools continue to offer a curriculum based mainly on "watered down" academics. Both of these approaches appear to have serious deficiencies: on one hand, few work-study programs have personnel who possess the vocational education and vocational rehabilitation skills necessary to provide a quality program; and on the other hand, the academic programs do not present the pertinent vocational and social skills retardates need to be successful in adult society.

The Special Education Project at the University of Wisconsin-Stout conducted research to determine the educational needs of EMR students at the secondary level and what competencies must a teacher have to meet them adequately? The ultimate goal of the Project was to develop a new model for training teachers of secondary level EMR. The office of Education's Bureau of Education for the Handicapped provided the necessary funding for this project activity.

The activities of the Project's first seven months are described in Preparing Teachers of Secondary Level Educable Mentally Retarded: Proposal for a new model (Brolin & Thomas, 1971). This Project Report #1 reviews the literature on student needs, teacher competencies, and secondary level EMR programming and describes a National Curriculum Planning Conference held on the Stout campus in November, 1970. This Conference was designed as a starting point for developing a program that would adequately prepare teachers of secondary level EMR. Project Report #1 is available through the Special Education Project at the University. Activities subsequent to the original report are described in the following sections of this report.

Current Literature Review

Current literature continues to indicate a pressing need for improved and more comprehensive programs for the retarded. Although an abundance of teachers exist in other areas, this is not the case in special education. Of the seven million children in this country who

need special education, four million are receiving inadequate services and one-half million are receiving no services at all (Martin, 1971). In 1969 Challar and Roscoe stated that there were 20,000 qualified teachers for the mentally retarded in the United States but 75,000 were needed. An additional 55,000 teachers have not entered the field in the past two years and there is hardly an abundance of teachers for the retarded student. Balow (1971) explains:

> because many states now provide for the handicapped only limited programs of basic education and few have programs of any magnitude for pre-school and career education, one may expect the demand for personnel to continue to rise for some years (p. 43).

Special education programs for the handicapped, especially the EMR, have come under recent attack (e.g., Dunn, 1968; Johnson, 1962; Lilly, 1970, 1971; Nelson & Schmidt, 1971). The most prominent issue in these recent controversies -- the efficacy of special classes -- actually may not be the issue of most import.

Rather, the urgent challenge in the education of retarded youth appears to be the design and implementation of programs that will prepare these students to leave school ready for work or advanced job preparation. As Martin, Associate Commissioner, Bureau of Education for the Handicapped, (1972) stated:

> Most people would agree that an important index of fulfillment and competence in our society is to be appropriately employed. Yet our educational system for handicapped children is just beginning to point toward this end. .... Employment is not the sole objective of educational programming for handicapped children. Its relevance to this discussion is that it is a major goal and yet seems to have been only partially included in the planning which has led to special education programs. Other goals, such as social activities, communication skills, and ability to enjoy leisure time -- all essential to a full life -- are frequently only indirect aims of our programs (p. 523-24).

Martin advocates more "career education" programs which will provide special students with a variety of work-related experiences necessary to develop the attitudes and skills relevant to future employment.

Work-study programs, in which the student spends part of the day or week in training on a specific job in the school or community, are the most common type of occupational preparation for secondary EMR students. The efficacy of these work-study programs has been reported in numerous studies (Chaffin, 1967, 1971; Crawford & Cross, 1967; Department of Health, Education, and Welfare, 1972; Howe, 1967; Mudd, 1968;

and others). Kolstoe (1972) believes that Chaffin's 1967 work is the most appropriately designed of these studies and provides the most credible evidence for continuing work-study programs. Chaffin compared the employment success of retarded youngsters who had graduated from two kinds of secondary school programs. One program provided no work training; the other provided work experience, related class work, and assistance in finding a job. Of the students who received no work training, 65% found jobs; of the students who received work training, 91% were employed (Chaffin, 1967).

It is not the purpose of this Report to elaborate on the basic organization of work-study programs. Campbell, O'Rourke, and Todd (1971), Freeland (1969), Kolstoe and Frey (1965), and others have prepared excellent reference books for schools wishing to implement or improve work-study programs. However, the reader does need to be aware of several major variations in work-study programs and of the personnel necessary to adequately staff them.

One variation includes the approach used in Duluth and Minneapolis, Arlington County in Virginia, and Kent County in Michigan. These school districts created a separate work center to evaluate vocational potential and provide preliminary skill training and work adjustment for their secondary EMR students. The students spend part of each day in the center and part in their classroom concentrating on vocationally-oriented subjects. Eventually they are placed in training positions in the community.

Another approach is to send eligible students to a sheltered facility for evaluation and vocational recommendations. The special education staff uses these recommendations as it would school and community resources to assist in preparing students for future employment.

A third plan provides evaluation, counseling, and adjustment in the classroom as well as in-school and community job experiences. In this plan, larger schools or groups of schools may provide a team approach to secondary special education. The team consists of a vocational coordinator, whose job it is to provide the evaluation, vocational adjustment, and placement services, and a teacher, who is responsible for the classroom aspects of the students' education. In smaller schools, however, this third work-study plan is often carried out with one person rather than a team. The individual is a "bi-functional" teacher who provides for all aspects of the program:

> The bifunctional teacher is an educator and rehabilitation counselor in one. He divides his time between teaching and placement. His use of outside agencies is primarily to support his own activity and not for discreet referral. His total responsibility is to the school. This type of individual could be found in small school districts having only one class at the high school level (12-15 students) or in larger

> school districts where all teachers serve in teaching and placement functions. In both cases the programs are primarily self-supporting and school based with DVR being used only for special cases and eventual referral for job placement and followup services after graduation (Younie & Clark, 1969, p. 188).

The task of preparing education personnel who can fit into programs of this variety is a large one. A secondary special educator may be expected to provide for all of the student's school-related needs, from remedial reading to vocational evaluation and followup. Or the teacher may be expected to provide only the classroom or vocational aspects of the curriculum. In the latter case, knowledge of classroom activities is required so that a unified, complementary program is presented. Either way, the teacher should be providing for these needs, either individually or as a member of a team.

Conclusions

There is considerable discussion around the country about changing current educational approaches to the EMR. Lilly (1970) believes: "if change is needed, the time to change is now" (p. 46). This change must come from university training programs so that new teachers will have the necessary competencies to effectively meet student needs. Unfortunately, university programs have been reluctant to change from the traditional teacher preparation approach. Their curricula contain few courses that can prepare teachers to be effective in vocationally-oriented high school programs. A unique teacher training curriculum, as described in Section IV, is needed to prepare teachers with skills to design, implement, and teach vocationally oriented programs for secondary level EMR.

SECTION II: STUDENT NEEDS AND TEACHER COMPETENCIES

General Research

Although it seems only logical that special education programs for the retarded should be based on the needs of their participants, little has been done to systematically determine the actual needs of high school age EMR students. Perhaps the best known study in this area, prior to 1970, was that conducted in 1961 by Dinger. Ten years later Dinger reviewed the opinions of the 100 adult retarded in his study. They listed categories of needs, skills, knowledges, and attitudes that the schools should have offered them. They needed to know about:

Banking services
Job opportunities and employment procedures
Dating, engagement, marriage
Family health
Fundamentals of insurance
Transportation techniques
Budgeting
Military service
Shopping techniques
City, county, and state agencies
Credit buying
Renting and purchasing of housing
Grooming
Homemaking

The competencies needed by teachers of the EMR have been more widely studied. Mackie (1957) listed 100 competencies as determined by a committee of experts in the field of mental retardation. The competencies, which were not specifically for the secondary level, fell into four major areas:

(a) Understanding the characteristics of the mentally retarded child and his place in society.
(b) Developing a functional curriculum based on broad personal and social needs of the mentally retarded.
(c) Understanding and applying appropriate pedogogical procedures based on an understanding of the known learning characteristics of the mentally retarded.
(d) Selecting, developing, and using appropriate instructional materials and equipment in teaching mentally retarded children.

In the area of work-study programs, Younie (1968) delineated competencies that teachers of work-study programs said they were lacking. He reported on the problems relating to special education and vocational rehabilitation as listed by 103 work-study program teachers in six states.

The problems fell into three general categories: inter-professional relationships, classroom management, and community services.

The inter-professional relationship problem area most often involved the school psychologist. The special teachers felt there was poor psychological screening, which resulted in improperly placed students, an inadequate number of students receiving psychological counseling, and insufficient psychological testing services.

Problems of classroom management centered around insufficient materials, equipment, and teacher time for planning and placement. Also, the teachers thought student records would be more valuable if they included data on vocational aspirations of the family, past vocational interests, manual dexterity, and behavior under stress. The teachers said they needed more time from state and local supervisors.

Problems in the community services area focused on the family, which provided little support to the work-study program in 30% of the cases, the state employment service, and the vocational rehabilitation counselor. About one-fourth of the teachers stated that the services from these agencies were less helpful than anticipated.

It was clear from this literature review that more empirical research on the needs of secondary school EMR students and on the teacher competencies required to meet these needs was needed. Therefore, before the Special Education Project staff could proceed with its investigation -- to determine the degree to which current secondary programs are meeting the needs of EMR students and the degree to which teacher training programs are preparing teachers with the proper competencies -- the gaps in the research had to be filled.

Due to the lack of research describing and measuring the tasks of teachers in work-study programs (Clark, 1971; Younie & Clark, 1969), another technique for determining teacher competencies has evolved: job descriptions, listing tasks based on the experiences of a few well-known special educators, are prepared. The competencies gleaned from the descriptions include:

(a) Screening, evaluating, and approving all referrals to the program.
(b) Planning and implementing secondary curriculum.
(c) Teaching and coordinating all instructional activities.
(d) Evaluating occupational readiness.
(e) Correlating classroom experience with work experience.
(f) Planning and securing on-the-job training situations.
(g) Supervising on-the-job training situations.
(h) Counseling pupils and parents on social, personal, and vocational problems.
(i) Securing or assisting in securing job placements.

(j) Serving as liaison person between the school and the state vocational agency.
(k) Maintaining school and work evaluation records.
(l) Interpreting the work study program to school personnel and the community. (Clark, p. 45)

California has taken another approach. Teachers of secondary level EMR attended an institute in 1968 and designated six areas as containing their primary needs in conducting work-study programs. They said they needed to be skilled in:

(a) Analyzing specific employment situations and identifying jobs that could be performed by retarded youths, making job breakdowns, preparing job descriptions, and transforming job requirements into an educational program.
(b) Surveying communities for potential training stations, making contact with employers, and persuading employers to cooperate with the schools in work-study training programs.
(c) Working with persons to coordinate the federal civil service programs for placement of mentally retarded young adults.
(d) Working with industrial welfare to coordinate on-campus and work-study assignments wherein less than the minimum wage is being paid to the student.
(e) Evaluating occupational potential and the trainee's progress once he has been placed in a training situation.
(f) Conducting ongoing "followup" studies in each phase of the work-study program and feeding this information back into program evaluation as it refers to the curriculum and to program modifications. (Campbell, et. al., p. 3)

University of Wisconsin-Stout Research

Method

The first step in filling the research gap was the 1970 Curriculum Planning Conference. The participants determined 90 secondary EMR student needs and 113 teacher competencies. Project Report #1 describes the Conference procedures and findings.

The list of needs and competencies resulting from the conference was used to survey teachers and supervisors of secondary level EMR classes in the state of Wisconsin. The survey consisted of mailed questionnaires and sought information on the degree of emphasis ideally allocated to various aspects of the secondary special education curriculum and opinions regarding teacher competencies requisite for satisfactory performance in this curriculum. The complete questionnaire is presented in Appendix A.

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Table 1

Respondent Characteristic

The demographic and idiographic characteristics of the respondents may be summarized as follows:

(1)	Sex:	Males	115* (58%)
		Females	83 (42%)
(2)	Age:	Less than 26	26 (13%)
		26-45 years	94 (48%)
		Greater than 46	78 (39%)
(3)	Education:	Non-degree	9 (5%)
		BS in other than special education	142 (72%)
		BS in special educ.	47 (24%)
		No MS	119 (60%)
		MS but not in special education	40 (20%)
		MS in special educ.	39 (20%)
(4)	Certification in Special Education	Certified	152 (77%)
		Working toward certification	38 (19%)
		Not certified	8 (4%)
(5)	Teaching Experience with EMR	No secondary-level experience	25 (13%)
		1-5 years	111 (56%)
		More than 5 years	62 (31%)
(6)	Non-teaching Work Experience	No other experience	85 (43%)
		Less than 5 years	77 (39%)
		More than 5 years	36 (18%)
(7)	Major Responsibility of Present Position	Teaching EMR	149 (75%)
		Teaching other classes	3 (2%)
		Work coordination	4 (2%)
		Other (administration)	17 (9%)
		Not reported	25 (13%)

*All respondents did not complete the demographic section; these figures do not equal the total number of respondents (205).

The questionnaire was mailed to all 251 secondary EMR teachers and 31 randomly selected supervisors in the state. An initial and two follow-up mailings at three-week intervals were conducted and yielded responses from 73% (n=205) of the total population. There were no biasing aspects with regard to personal characteristics of the non-respondents. The characteristics of the respondents are shown in Table 1.

The results are presented in terms of two subject groups: (a) the Total Group (TG) which consists of all 205 respondents, and (b) the Core Group (CG) which consists of 31 teachers who were the only ones in the Total Group with a special education degree and over five years teaching experience with the EMR. The Core Group formed a comparison group of experts who, it could be assumed, had enough experience and the proper education to verify or refute the consensus of the Total Group.

Proportion of Emphasis

The results on the proportion of emphasis that should be devoted to a high school curriculum for the EMR are presented in Tables 2 and 3. An asterisk has been used to denote significant differences, as determined from chi square analysis, between categories and groups where observed. The reader should refer to the questionnaire in the Appendix to learn which specific student needs are subsumed under each curriculum area.

Table 2

Proportion of Emphasis: Total

Curriculum Area	Total Group Mean (n=205)	Core Group Mean (n=31)
Occupational Information and Preparation	29.55%	27.19%
Activities of Daily Living	24.24	21.06
Psycho-Social	23.46	26.03
Academic	22.82	22.48

Table 3

Proportion of Emphasis: Sub-Groups

Sub-Group		N	Mean Scores Occupation	A.D.L.	Psycho-Social	Academic
Age	Less than 26	26	26.92%	23.46%	23.08%	26.54%**
	26-45	94	30.38	23.66	23.95	22.12
	More than 45	78	29.42	25.21	23.00	22.42
Sex	Female	83	28.82	24.53	23.06	23.58
	Male	115	30.08	24.03	23.75	22.27
BS Major	None	9	25.22	30.00***	27.22	17.56**
	Other	142	29.97	23.94	23.24	22.94
	Special Ed.	47	29.11	24.04	23.40	23.45
MS Major	None	119	28.75	25.02***	23.85	22.46
	Other	40	31.12	25.37	21.00	22.62
	Special Ed.	39	30.38	20.72	24.79	24.10
Sp. Ed. Certification	Working Toward	38	29.05	25.16	23.45	22.34
	Yes	152	29.59	24.07	23.51	22.92
	No	8	31.25	23.12	22.50	23.12
Years Teaching Secondary EMR	Less than 5	111	29.50*	24.86	23.44*	22.19
	More than 5	62	28.40	23.87	24.81	23.06
	None	25	32.60	22.40	20.20	25.00
Years Non-Teaching Experience	None	85	28.47	25.15	23.38	23.16
	Less than 5	77	30.40	22.97	24.38	22.26
	More than 5	36	30.28	24.81	21.72	23.19
Percentage Time Teaching EMR	More than 50%	149	28.33**	24.43**	24.03*	23.28***
	Less than 50%	24	32.29	25.83	24.17	17.71
	None	25	34.20	21.60	19.40	25.00
Percentage Time Other Teaching	None	183	29.24	24.40	23.61	22.83
	More than 50%	3	36.67	26.67	18.33	18.33
	Less than 50%	12	32.50	21.25	22.50	23.75
Percentage Time, Work Coordination	None	101	28.63	23.70	23.99	23.72
	Less than 50%	93	30.42	24.85	22.87	21.96
	More than 50%	4	32.50	21.75	23.75	20.00
Percentage Time Other/Administration	None	153	29.35	24.43	23.23**	23.06**
	Less than 50%	28	28.61	24.89	26.82	19.64
	More than 50%	17	32.94	24.24	20.00	25.88

*p < .10; **p <.05; ***p < .01

Both groups rated the occupational emphasis highest (Table 2); This was also true of all the sub-group analyses (Table 3), except for the nine respondents who did not have a BS degree. These people felt that the activities of daily living (ADL) emphasis was most important, ranking psycho-social second and occupational third. The Total Group ranked ADL second and psycho-social third. The Core Group ranked psycho-social second, academic third, and ADL fourth.

Further inspection of Table 3 reveals male and female respondents were similar in their ratings, the males emphasizing the occupational category slightly more. Younger teachers rated the academic emphasis significantly higher than older teachers did. Those with a Masters degree in Special Education placed less emphasis on ADL than the other two groups, rating psycho-social significantly higher than those with a MS in another field. Teachers with more than five years teaching experience rated the occupational significantly less important and psycho-social significantly more important than administrators. Those who spent more than 50% of their time teaching EMRs emphasized academics significantly more than those who spent less than 50% of their time in the classroom, the latter giving significantly more emphasis to the occupational. The 25 administrators emphasized the occupational and academic areas the most, minimizing the psycho-social and ADL.

In summary, the respondents supported the Project staff's conclusion that a high school curriculum for the EMR must contain a heavy component of occupational preparation and ADL in addition to the traditional academic and social development areas. The teachers must be prepared to meet these student needs and much of this preparation will have to be provided in professional teacher training. Teacher education, then, must reflect sufficient and appropriate training in the areas of occupational preparation and ADL as well as in academics and social development.

Teacher Competencies

The respondents rated the importance of 31 teacher competencies required to meet the needs of EMRs in a high school curriculum. The Project staff evolved the list of 31 competencies by combining, rewording, and clarifying an original list of 200, which was made at the state and national conference.

The results of these ratings are presented in Tables 4 and 5. In Table 4 the competencies are listed in order of importance, as rated by the Total Group with each competency's rank by the Core Group indicated. Also included is the percentage of the Total Group which rated who "Ideally" should perform the activity and who "In Practice" does it. In Table 5 the competencies are listed under each of the four curriculum areas: Occupational Information and Preparation, ADL, Psycho-social, and

Table 4

Teacher Competencies

	Competencies	Total Group Mean	Rk.	Core Group Mean	Rk.	Percentage Total Group Ideally & In Practice SET I	SET P	PVC I	PVC P	OSP I	OSP P	OOS I	OOS P	N
Very Important Competencies (4.51>)														
1	4.2 Work adjustment	4.72	1	4.48	3	80	86	63	30	39	25	31	17	5
2	4.6 Job seeking	4.57	2	4.29	6	89	96	59	28	24	14	16	8	3
3	2.3 Personal care	4.56	3	4.44	5	81	89	17	7	70	54	36	17	7
4	1.1 Soc. acceptable behavior	4.54	4	4.65	1	90	99	24	14	48	32	38	19	1
5	4.8 Job tryouts	4.52	5	4.10	11	53	60	62	34	23	15	36	25	16
6	4.9 Job placement	4.52	5	4.26	8	42	48	62	27	32	16	36	20	32
7	4.1 Vocational evaluation	4.52	5	4.52	2	63	70	70	36	45	30	28	20	12
Important Competencies (4.26-4.50)														
8	1.2 Reinforcement for self conf.	4.49	8	4.48	3	92	96	31	18	52	32	33	14	4
9	4.5 Vocational guidance	4.42	9	4.06	14	77	87	64	31	48	28	25	12	5
10	2.9 Respon. to self, others	4.41	10	4.06	14	91	94	36	19	54	38	43	18	7
11	2.8 Communication skills	4.40	11	4.10	11	99	98	15	6	42	30	18	7	3
12	2.1 Home management	4.38	12	4.29	6	75	81	22	9	77	65	27	11	6
13	3.2 Academic instruction	4.36	13	4.19	9	87	92	47	24	43	27	17	4	6
14	4.7 Community agencies	4.29	14	4.10	11	73	79	59	32	34	22	28	15	10
(4.00 - 4.25)														
15	4.10 Reports to agencies	4.22	15	4.06	14	50	60	55	33	39	25	22	9	20
16	1.3 Interaction with normals	4.19	16	4.13	10	65	79	27	12	77	54	39	22	10
17	1.8 Prof. assistance for respon.	4.17	17	4.06	14	80	88	45	21	58	35	34	15	11
18	4.11 Post-school activities	4.05	18	3.45	26	32	30	44	17	29	15	52	17	48
19	4.3 Develop manual abilities	4.03	19	3.37	27	56	60	38	16	68	58	25	14	12
20	2.5 Leisure-time	4.02	20	3.29	30	80	86	16	6	60	45	48	20	13
21	2.2 Home mechanics	4.01	21	3.84	20	52	55	26	10	78	60	29	15	17
22	2.7 Civic responsibilities	4.00	22	3.74	22	94	97	13	7	37	23	29	11	4
23	2.6 Mobility training	4.00	22	4.00	18	74	76	17	8	80	70	28	17	5
(3.76 - 4.00)														
24	3.3 Curriculum models	3.98	24	3.74	22	90	86	28	11	40	24	14	3	10
25	4.4 Specific job training	3.95	25	3.32	29	52	56	52	21	57	40	35	27	17
26	1.6 Soc., emot., intel. funct.	3.94	26	3.94	19	72	78	24	12	42	30	53	22	16
27	2.4 Util. community resources	3.93	27	3.35	28	86	93	17	7	29	15	49	24	9
28	1.7 Help parents	3.92	28	3.74	22	60	65	26	11	60	39	48	19	22
29	1.4 Independent thinking	3.87	29	3.77	21	93	96	25	11	37	20	21	12	5
30	3.1 Eval. of academic abilities	3.84	30	3.71	25	82	85	33	15	64	57	14	4	4
Moderately Important Competencies (3.50<)														
31	1.5 Aesthetic values	3.46	31	3.29	30	81	90	13	5	55	33	48	20	9

Note - In last column, SET=Special Education Teacher, PVC=Prevocational Coordinator, OSP= Other School Personnel, OOS=Out of School Personnel, I=Ideally, P=In Practice, N=Not Provided.

Table 5

Teacher Competencies by Curriculum Area

Curriculum Area Competencies	Total Group Rank	Core Group Rank	Ideally	In Practice
Occupational Information and Preparation				
Vocational evaluation	5	2	PVC	SET
Work adjustment	1	3	SET, PVC	SET
Developing manual abilities	19	27	OSP	SET
Specific job training	25	29	SET, PVC, OSP	SET
Vocational guidance	9	14	SET, PVC	SET
Job seeking	2	6	SET	SET
Community agencies	14	11	SET, PVC	SET
Job tryouts	5	11	PVC, SET	SET
Job placement	5	8	PVC, SET	SET
Reports to agencies	15	14	PVC, SET	SET
Post-school activities	18	26	OOS, PVC	N, SET
Activities of Daily Living				
Home management	12	6	OSP, SET	SET, OSP
Home mechanics	21	20	OSP, SET	OSP, SET
Personal care	3	5	SET, OSP	SET, OSP
Util. community resources	27	28	SET	SET
Leisure time	20	30	SET, OSP	SET
Mobility training	22	18	OSP, SET	SET, OSP
Civic responsibilities	22	22	OSP, SET	SET, OSP
Communication skills	11	11	SET	SET
Respons. to self, others	10	14	SET, OSP	SET
Psycho-Social				
Soc. acceptable behavior	4	1	SET	SET
Reinforcement for self-conf.	8	3	SET, OSP	SET
Interaction with normals	16	10	OSP, SET	SET, OSP
Independent thinking	29	21	SET	SET
Aesthetic values	31	30	SET, OSP	SET
Soc., emot., intel., funct.	26	19	SET, OOS	SET
Help parents	28	22	SET, OSP, OOS	SET
Prof. assistance for resp.	17	14	SET, OSP	SET
Academic				
Eval. of academic abilities	30	25	SET, OSP	SET, OSP
Academic instruction	13	9	SET	SET
Curriculum models	24	22	SET	SET

Note: In last column, SET=Special Education Teacher, PVC=Prevocational Coordinator, OSP=Other School Personnel, OOS=Out of School Personnel, N=Not Provided.

Academic. Also included are the competency ratings of the Total and Core Groups and indications by the Total Group who "Ideally" should perform the activity and who does it "In Practice". Reference to the field questionnaire in Appendix A should be made for specific components of each competency.

The results indicate that the special education teacher perceives the occupation component as of prime importance in the high school curriculum. Occupational experiences and instruction considered very important for the EMR student to receive were: work adjustment, job seeking, job tryouts, job placement, and vocational evaluation. The teachers felt that someone other than the traditional EMR teacher should primarily provide many of these competencies. In practice, however, they most often must supply these very important occupational experiences. This is also the case for the other occupational experiences according to the teachers. Thus, these findings indicate the need for a greater emphasis on preparing secondary EMR teachers with the knowledges and skills to provide these occupational activities in their programs.

The respondents rated personal care training as a very important area while instruction in personal responsibilities, communication skills, and home management were rated as important competencies for teachers to have. The teachers felt they should assume responsibility for the ADL curriculum area but considerable involvement of other school personnel was needed.

The teachers emphasized socially acceptable behavior and self-confidence as the primary psycho-social needs to be met in the high school EMR program. Although the special education teachers believed they should have primary responsibility for this instruction, they indicated they needed, but were not receiving, supportive assistance from other personnel. They indicated a need for other disciplines to be more involved in assisting parents so that the bulk of this responsibility does not fall on them.

Academic instruction was not rated as important in general as instruction in the other three curriculum areas, except as academic training relates to the students social and vocational adjustment. The special education teachers suggested that other school personnel should be involved more in academic instruction than they are at the present time.

There was a fairly close degree of agreement between the Total Group and the Core Group in their ratings. The Core Group was more inclined to emphasize psycho-social competencies.

Conclusions and Implications

The survey research conducted by the Project staff indicated that the Occupational Information and Preparation curriculum area should receive the most emphasis in a high school program for the EMR. Activities of Daily Living should be emphasized second and Psycho-social skills third. The fourth area of emphasis, academic instruction, should be exclusively related to the first three.

Although the special education teachers want to be partially involved in vocational and psycho-social instructional activities, often they must take complete responsibility. They see the need for a prevocational coordinator in twelve competency areas related especially to habilitative functions. Either the teacher must learn to perform these functions adequately or a prevocational coordinator position (Clark, 1970) must be created and individuals trained in this area.

More attention must be given to involving other school personnel in meeting the needs of the special education student. In some areas--personal care, home management, interaction with normals, developing manual abilities, home mechanics, mobility training, vocational skill training, helping parents, and evaluating academic abilities--other school personnel are involved, but not enough. In the psycho-social and academic areas the teachers believe that other school personnel should have much more responsibility.

The special education teachers believe that out of school personnel should be involved in a number of services, such as post-school activities, leisure time training, and assisting parents. Unless agencies change their policies, the special education teacher must be trained to provide these services.

The special education teacher must have a wide array of competencies to meet students' needs adequately. When other disciplines do not provide these competencies, the teachers are the only people left to provide help in these areas. The teachers may feel overburdened and untrained to perform all of these diverse duties with a high enough degree of competence. Moreover, there are indications that the teachers and the administrators see the teacher's role differently; this situation could result in personal conflicts and job dissatisfaction.

These findings have significant implications for secondary school programming for the EMR and for regular and special class teacher education. The remaining part of this report will focus on the recommended content and organization of a vocationally-oriented education program for secondary level EMR and on a new special education teacher training model.

SECTION III: MODEL PROGRAM FOR SECONDARY EMR

Rationale

There are a number of evolving program models for the EMR. They include: individually prescribed instruction, diagnostic-prescriptive teaching, resource room, training-based, and fail-save. These models are based on administrative structure or teaching methods.

The staff of the Special Education Project, University of Wisconsin-Stout, recommends and has developed a model based on the needs of adolescent EMR. It is flexible enough to be incorporated in a regular class, special class resource room, or other administrative structure. The students do not have to be graduates of a zero-reject, fail-save, or any other special program. Rather, the model is based on the belief that the students must be prepared to earn a living and to adapt to adult society by the time they leave school. To ensure this end, the students must have been provided with an educatio· and training program to meet the specific needs discussed in Section II.

Secondary Level EMR Curriculum

The needs-based program consists of three curriculum areas. Figure 1 presents these areas and the broad topics included under each.

Figure 1-Areas and Topics for Secondary Level EMR Curriculum

Curriculum Area	Broad Topics
Occupational Information and Preparation	Prevocational and vocational evaluation Prevocational and vocational information and guidance and counseling Work adjustment On-job experience (in school or community)
Activities of Daily Living	Foods and nutrition Clothing Home management Child development Recreation and leisure time Personal care Civic activities Mobility
Psycho-Social	Personal growth Inter-personal growth

Each broad topic is offered continually throughout the three-year high school program. However, the information within these topics is given on a sequential basis and individualized for each student's needs. The student who quickly masters one topic can move rapidly to another; the student who needs an entire year to master one topic has that opportunity.

The hours the student spends on each curriculum area will meet the minimum required by State Departments of Special Education for academic subjects. However, the emphasis is on the topic rather than academics. For example, reading is taught in all curriculum areas but in relation to, for example, obtaining vocational information or preparing to pass the driver's education test. Likewise, math is taught in all areas but in conjunction with the broad topics listed. More specific content in each of the three curriculum areas is presented in Figures 2, 3, and 4.

Figure 2-Occupational Information and Preparation Area Content

Curriculum Topic	Content
Prevocational Evaluation	Interest, performance, and aptitude tests Work samples Work tasks Situational assessments Job analysis Job tryouts (school and community)
Work Adjustment	Simulated work (classroom) Actual work (school and community)
Prevocational and Vocational Information: Guidance and Counseling	The world of work Jobs, their skills and requirements Community occupational resources Selecting vocational goals
Obtaining Employment	Locating jobs Applications and interviews

Figure 3-Activities of Daily Living Area Content

Curriculum Topic	Content
Foods and Nutrition	Meal planning Food purchasing and storing Meal preparing and serving Kitchen and dining area maintenance
Clothing	Clothing purchasing Clothing care Clothing storage Clothing repair Textile project
Home Management	Family finance Record keeping Bank and credit facilities Budgeting--spending income Community resources
Care and Repair of Home Furnishings and Equipment	Home mechanics Maintenance Improvement
Child Development and Family Living	Family functions Personal relationships Effective family living
Personal Care	Grooming Sex education Physical fitness, coordination
Civic Activities	Governments State and local heritage and customs Local and national laws Citizen rights and responsibilities
Recreation and Leisure Time	Resources Activities Motor skills
Mobility	Inter- and intra-city travel Drivers' education Traffic laws Aid agencies
Communication	Language arts for daily living

Figure 4-Psycho-Social Area Content

Curriculum Topic	Content
Personal Growth	Understanding self Understanding socially acceptable behavior Developing self-confidence, independence, and initiative
Inter-personal Growth	Understanding others Interacting with "normals" Choosing, developing, and maintaining relationships Communicating

Schedule

In addition to a needs-based curriculum, a daily schedule that allows individualized continuing emphasis on all topics is necessary for program planning and implementation. The flexible schedule in Figure 5 was prepared by the Project staff with the assistance of 17 teacher-consultants to the Project.

The vocationally-oriented classroom work is given in the morning, leaving the afternoon free for individualized instruction, work experience training, and other activities in the community. The prevocational evaluation and adjustment section of the morning activities includes vocational tests, work samples, and industrial-like activities. Industrial arts laboratories and teachers would be utilized if available to the special education students for further awareness of industrial practices and requirements necessary to develop adequate work habits and skills.

The schedule is a model and individual schools can make necessary changes. For example, in some schools a majority of work experiences might be available in the morning rather than in the afternoon. Or some schools might not want to include an extensive job training component if most of their students are not ready for on-the-job training. Schools that have regular classes for their retarded students can continue to follow this procedure and still use the model curriculum; they can give students who need additional help the special class experience. If these schools are really concerned with the quality of their EMR program, however, they should be sure that all activities presented in Figure 5 are part of the education of secondary level EMR students. Research shows that most regular class programs do not provide the activities listed in this schedule.

Figure 5-Daily Schedule: Vocationally Oriented Curriculum for Secondary Level EMR

8:00-12:30 The teacher facilitates and the students participate in classroom and community activities.

a) Prevocational evaluation and adjustment
b) Prevocational and vocational information, guidance and counseling
c) Home economics (Activities of Daily Living)
d) Recreation, physical education, and health
e) Civic activities
f) Mobility
g) Social interaction

12:30-1:00 Lunch

	The teacher prepares:	The students:
1:00-2:00	a) Student reports b) Individualized lessons c) Public relations material	a) Participate in work experience training, or b) Receive individualized instruction

	The teacher:	The students:
2:00-3:30	a) Conducts community survey b) Conducts job analyses c) Contacts potential employer d) Evaluates student job experience performance e) Meets with parents f) Assists community agencies g) Assists other in-school personnel	a) Participate in work experience training, or b) Participate in appropriate regular class experiences

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SECTION IV: THE TEACHER TRAINING MODEL

Rationale

The high school needs-based program, presented in Section III, requires the schools to provide a variety of experiences in three curriculum areas. The survey of Wisconsin teachers and administrators of secondary EMR indicated that the teachers were the individuals required to provide the activities a majority of the time. In fact, the only two areas for which the teacher is not primarily responsible are post-school activities and home mechanics; yet, the teacher is often called upon to help in these areas. Similarly, in schools where the teachers are not completely responsible for a particular activity, they are often asked to assist other personnel with the activity. It appears, then, that the special teacher must have the competency to provide each of the aspects of a high school program for EMR.

Eleven of the 31 required teacher competencies fall into the Occupational Information and Preparation Curriculum Area. The respondents to the Project survey indicated that this curriculum area should receive the most emphasis. Yet, visits to secondary EMR classes around the country by Project staff members revealed that teachers did not have competencies in the occupational curriculum area. In interviews with the Project staff, the teachers said that they were inadequately prepared and experienced to teach their students about the skills needed for specific jobs, industrial approaches, and employer-employee relationships. A majority of the teachers had no training in vocational education and vocational rehabilitation, the two areas essential for competency in offering a curriculum on Occupational Information and Preparation.

These responses, together with the results of the Project's Wisconsin survey and indicators in the literature and at professional conferences, clearly support the need for a new model for training teachers of secondary level EMR. This model must meet the demands of the times. It must prepare teachers to integrate into the vocationally-oriented curriculum academic subjects, be sensitive to the students' psycho-social developmental needs, evaluate and train students for social and vocational functioning, and understand and relate to parents, other school personnel, and outside agencies.

Model Curriculum

The Project staff has developed a teacher education curriculum that will offer teachers-in-training (i.e., university students) the required skills and knowledges to become competent secondary level EMR teachers. Graduates of this program will be able to fit into a variety of current special education programs. They will be able to provide for <u>all</u> student

needs as required by many small schools, to provide for either the classroom or community aspects of a program as required by larger schools, and to support and assist other school personnel in integrated situations.

Determining the activities and courses required to supply future teachers with the determined competencies was a lengthy process involving many persons. Each competency determined as "important" by the Wisconsin survey was broken into areas. For example, the competency "instruction in methods of home management" included the following areas and subareas, each with additional descriptors:

1. Meals
   - (a) Clean
   - (b) Plan
   - (c) Food purchase
   - (d) Prepare
   - (e) Serve
   - (f) Cleanup
   - (g) Safety
   - (h) Etiquette
   - (i) Restaurants
2. Clothing
   - (a) Purchase
   - (b) Construct
   - (c) Remodel
   - (d) Repair
   - (e) Care
3. Home
   - (a) Clean
   - (b) Purchase, maintenance, and repair
   - (c) Indoor improvements
   - (d) Furniture
   - (e) Management
4. Family Finances
   - (a) Acquiring money
   - (b) Family income
   - (c) Family expenses
5. Child Care
   - (a) Baby sitting
   - (b) Parent responsibilities
   - (c) Care of infant
   - (d) Care of toddler
   - (e) Care of school-age
6. Care of Sick
   - (a) Medical
   - (b) Resources
   - (c) Recreation
7. Safety
   - (a) Causes
   - (b) Precautions

After the areas and subareas for each competency were determined, the Project staff met with the Dean of each of the four schools within this University. The Deans selected the competencies that could be provided for within their schools and appointed faculty members to assist in developing or modifying courses in which the instruction for additional competencies could be integrated.

In preparing the curriculum, the Project staff had to consider several criteria. First, all of the competencies determined by the research had to be provided for in the required coursework. Second, the basic curriculum had to contain 18 credits of Special Education and 18 credits of general education, as required by the Wisconsin Department of Public Instruction. Third, this very inclusive teacher training bachelor's degree program had to be limited to a four year, or 130 credit, preparation period to ensure its competitiveness with training programs in other fields. Finally, the curriculum had to be approved by several University of Wisconsin-Stout bodies and meet certification requirements of the Wisconsin Department of Public Instruction and the North Central Association of Colleges and Secondary Schools.

The model teacher training curriculum, which meets all of the above criteria, is presented in Figure 6. It is divided into four areas of study: General Studies; Education and Rehabilitation Studies; Vocational Education Studies; and Free Electives.

The General Studies curriculum provides teachers-in-training with the necessary knowledge for successful living and teaching. Each course offers the background information needed for later, more specialized courses. For example, the teacher-in-training needs to have basic writing skills (English) before he learns to write agency reports in Rehabilitation Methods I. Knowledges from the course General Psychology are pre-requisite to learning about Psychology of the Exceptional Child, Abnormal Psychology, and Professional Teacher Education. Physiology and Anatomy is needed to fully benefit from the Rehabilitation Methods and Physical Education for the Handicapped Students courses. General Studies Electives allow the teacher-in-training to select additional courses from areas of specific interest. In other words, the purpose of the General Studies curriculum is to provide teachers-in-training with the liberal arts and social science backgrounds needed to specialize in the field of special education. An individual who teaches retarded children must have general knowledge of the humanities, arts, and sciences as well as specific knowledge of retardation and education.

The Education and Rehabilitation Studies curriculum offers the majority of courses needed to become a competent secondary teacher of the EMR. Included are knowledge of exceptionalities (especially retardation), curriculum for the secondary level retarded, student teaching, and the Professional Teacher Education (Pro-T-Ed) program. Pro-T-Ed is a continuous six semester program that integrates elements of Educational Psychology, Principles of Secondary Education, Introduction to Guidance and Counseling,

Figure 6-Model Special Education Teacher Training Program: Secondary EMR

Curriculum Area	Course	Credit
General Studies		
	Freshman English: Composition	3
	Freshman English: Reading and Related Writing	3
	Creative Writing, Expository Writing or Critical Writing	3
	Fundamentals of Speech	2
	General Psychology	3
	Introductory Sociology	3
	Physiology and Anatomy	4
	Science Elective	2-3
	Government	3
	History of America or General Economics	3
	Physical Education (must include Exercise and Fitness)	2
	Electives (a minimum of one course from at least three of the following areas: Math, Art, Music, Theater, Literature, French, Philosophy)	8-9
Total Credits		40
Education and Rehabilitation Studies		
Special Education		
	Introduction to Education of the EMR	3
	Psychology of the Exceptional Child	2
	Mental Retardation	3
	Issues in Special Education	1
	Curriculum and Methods in Teaching the Secondary EMR	9
	Student Teaching, Secondary EMR	6
Total Credits		24
General Professional Education		
	Professional Teacher Education (6 semesters) including: Principles of Secondary Education Adolescent Psychology Personality and Mental Health	12

Curriculum Area	Course	Credit
	Assessment	
	Principles of Learning	
	Curriculum and Methods	
	Practicum with Normal Students	
	Abnormal Psychology	3
	A-V Communication	2
	Preparation of A-V Material	2
Total Credits		19
Rehabilitation		
	Community Resources	3
	Rehabilitation Practicum	2
	Rehabilitation Methods I: Evaluation	3
	Rehabilitation Methods II: Adjustment	3
Total Credits		11
Total Credits for Special Education, General Professional Education and Rehabilitation Studies		54
Vocational Education Studies		
	Family Living (EMR)	3
	Food Management	3
	Basic Apparel for the EMR	3
	Housekeeping Skills for the EMR	3
	Processes I	3
	Industrial Crafts	2
	Introduction to Graphic Arts	2
	General Motor Mechanics	2
	Physical Education for the Handicapped Student at the Secondary Level	2
	Physical Education Elective (additional 2 credits to be approved by program director)	2
Total Credits		25
Free Electives		
Total Credits		11
	Total Credits	130

Adolescent Psychology, Aptitude and Achievement Appraisal, Curriculum Development, Practicum, Management of Learning, and Personality and Mental Health. The interrelatedness of the entire field of education is evidenced by the materials and procedures used throughout Pro-T-Ed. Competencies in the Vocational Rehabilitation area were ranked very important for the special education teacher to have in high school EMR programs. Training in the Vocational Rehabilitation area will emphasize the rehabilitation concepts and techniques that can be employed so that the secondary student attains his maximum vocational potential. The teacher-in-training will learn to conduct job analysis, construct work samples, administer and interpret standardized vocational tests, use counseling, behavior modification, and other work adjustment techniques, establish a vocational evaluation and work adjustment program in the school, utilize community resources, and select appropriate jobs for EMR students.

The Vocational Education Studies area offers knowledge and skills in home economics and industrial arts. Followup studies have consistently pointed out EMR's are often inadequately prepared in adult homemaking skills. Emphasis will also be placed on related occupations and the skills necessary for each. Three of the four courses from the School of Home Economics have been designed specifically for teachers of secondary EMR. These courses often provide teachers-in-training with the same instruction they will have to give their retarded students. The industrial arts courses will enable the teachers-in-training to become aware of the industrial environment and of the processes and skills involved in many areas of employment. They will be able to utilize this knowledge in vocationally evaluating their students, in locating job tryout and placement sites, and in providing vocational guidance and counseling. Additionally, the teachers-in-training will be able to provide their students with specific skills as individually necessary.

Physical Education requirements include two courses beyond the four basic activity courses required in General Studies. Physical Education for the Handicapped Students at the Secondary Level will give the teachers-in-training the ability to evaluate physical capacities, remediate developmental deficiencies, and modify the physical education program to meet the needs of the handicapped. An elective (2 credits) must be chosen from current offerings such as Recreational Leadership, Gymnastics, Camp Leadership, etc. These electives allow the future teacher to become more proficient in an area of interest and to offer a quality activity program to regular and special class students.

The Free Electives area allows each teacher-in-training to study areas of proficiency in more depth, to explore areas of personal interest, or to make up deficiencies. These electives may be chosen from any courses within the university.

Course Outlines

For all except the General Studies courses listed in Figure 6, a Project staff member and the prospective instructor prepared an outline, which was approved by the instructor's Department Chairman and Dean and members of the University Curriculum Committee. Each course outline lists the broad competencies to be attained as well as objectives, activities, and evaluation for each competency.

The outline for Basic Apparel for the EMR is based on the competencies, areas, and subareas listed on page 34 and is presented in Appendix B as an example of the outline format. This course outline has several innovative features. First, a model instructional approach will be used: teachers-in-training will be taught by materials and methods similar to those they will use in teaching their students. Second, although this course is offered to freshman and sophomore students, it contains a practicum component. This is one of many experiences in working with secondary level EMR required of all teachers-in-training beginning in their freshman year. Outlines for the other courses are available from the Special Education Project at the University.

Following is a brief outline for all except the General Studies courses listed in Figure 6. The competencies to be gained from each course are emphasized and are listed in a positive sense, i.e., what the teachers-in-training can expect to learn from the course.

Introduction to Education of the EMR

Competency 1. The teachers-in-training will gain an understanding of the characteristics and problems of various exceptional (excluding the mentally retarded) students found in school programs: gifted, emotionally disturbed, learning disabled, speech, visually, and hearing impaired, cerebral palsied, and epileptic. They will also learn about evaluation criteria, resources, and educational provisions for these students.

Competency 2. The teachers-in-training will gain basic knowledge about mental retardation.

Competency 3. The teachers-in-training will gain an understanding of the current and historical educational philosophy and programming for the retarded, with an emphasis on secondary level EMR.

Psychology of the Exceptional Child

Competency. The teachers-in-training will gain an indepth understanding of how to guide the learning and development of children who deviate from the normal--the mentally retarded, gifted, socially and emotionally disturbed, and those with visual, speech, and orthopedic

problems. They will learn about the psychological components of exceptionalities, their characteristics and problems, and the resources available for them.

Mental Retardation

Competency 1. The teachers-in-training will gain an understanding of the basics of mental retardation. This will include the most common definitions, classification systems, and prevalence statistics as well as causes, types, and characteristics of retardation and techniques for working with the retarded.

Competency 2. The teachers-in-training will learn about the problems and feelings of parents of the retarded. They will study methods of reducing parental anxiety by helping them understand the childrens' limits, of easing parental guilt feelings, and of showing parents how to help children develop independence and confidence. The course will discuss parental IQ and cultural levels, parent organizations, and the influence of the family on the mentally retarded child's development.

Competency 3. The teachers-in-training will be aware of evaluation methods for the retarded, including psychological tests, observation, and vocational components. The course will discuss how to apply principles of learning theory and research to evaluation.

Competency 4. The teachers-in-training will learn about historical and current methods of treating and educating the retarded, including contributions from fields other than education.

Issues in Special Education

Competency. The teachers-in-training will gain an understanding of current and innovative issues and trends in education of the retarded. This will include study of the efficiency of various teaching approaches, goals of trainable mentally retarded classes, and the achievement level of adult retarded persons. The course will also focus on cultural-familial retardation, institutionalized and non-institutionalized retarded persons, integration versus segregation, and the efficiency of counseling and psychotherapy with the mentally retarded.

Curriculum and Methods in Teaching Secondary EMR

Competency 1. The teachers-in-training will learn about methods and design of curriculum for the EMR, including how to integrate scope and sequence and how to apply personal learning theory to teaching methods. The focus will be on a curriculum based on (a) the learner's developmental level and learning characteristics and (b) student needs. Pertinent curriculum guides (such as the Cincinnati, Illinois, and

Wisconsin Persisting Life Needs) will be used.

Competency 2. The teachers-in-training will learn how to organize and operate a relevant high school program for the retarded. They will study various types of program approaches, including work-study, unit, prescriptive, resource, and new and unique ones.

Competency 3. The teachers-in-training will learn about the materials, equipment, and methods needed to implement the curriculum, i.e., to teach vocational, motor, recreation, social studies, math, communication, and activities of daily living skills.

Student Teaching, Secondary EMR

Competency. The teachers-in-training will demonstrate their ability to teach secondary EMR through directed teaching and community experiences in selected off-campus schools. They will design a program that meets student needs, prepare materials, deliver and evaluate an individualized, vocationally-oriented program, use other personnel, and assist parents.

Professional Teacher Education

Pro-T-Ed is a continuous six semester program that integrates elements of: Priniciples of Secondary Education, Adolescent Psychology, Personality and Mental Health, Assessment, Curriculum and Methods, and Practicum with Normal and EMR Students. Pro-T-Ed is divided into a professional seminar, a teaching laboratory, and a learning laboratory.

The professional seminar provides for integration of supportive knowledge, role evaluation, and evaluation of theories and principles of teaching and learning. The seminar format facilitates verbal interaction and integration, emphasizing analytical processes and self-direction. The teachers-in-training identify and plan their own discussion topics, develop topics from behavioral objectives, and develop topics from staff suggestions. The purpose of the seminar experience is to guide the teacher-in-training as he develops his competencies as a teacher and as he pursues his own interests and motivations. Each seminar session is recorded; the summary is distributed to both staff and students before the next session and serves as a permanent record of the substantive content covered and the depth to which it was pursued. Each teacher-in-training participates two to four hours a week.

The teaching laboratory uses video taped micro-teaching. The teacher-in-training presents a weekly lesson to an evening micro-class (composed of four secondary school students) which is evaluated by a staff methodologist. The teaching laboratory provides for evaluative feedback into the professional seminar, thereby improving the integration of theory and practice.

Experiences in the learning laboratory center around implementing the continuing, individualized curriculum format for professional teacher education. Presently there are a large number of objectives specified and several instructional packages in operation. Hours of participation are as needed.

Simultaneous with the scheduled Pro-T-Ed sequence, the teacher-in-training will participate in an ongoing practicum experience in the public schools, which involves preparing and presenting lessons to small and large groups and aiding regular teachers. Thus, actual teaching experience begins immediately.

Abnormal Psychology

Competency. The teachers-in-training will learn about the more serious mental disturbances. Emphasis will be placed on the growing importance of mental disorders and their early detection and referral. The course will focus on how to correlate types of maladaptive behavior, etiology, and therapy with the social, emotional, and intellectual functioning of the student.

Audio-Visual Communication

Competency 1. The teachers-in-training will be able to select and utilize appropriate media to assist in classroom communication. Media include: lettering, overhead projection and transparencies, flat and projected pictures, opaque protection, symbolic representation, educational films and television, and auditory aids.

Competency 2. The teachers-in-training will be able to design and produce selected audio-visual materials--transparencies, mounted pictures, charts, graphs, posters, and film and magnetic tape splices--for classroom use.

Competency 3. The teachers-in-training will learn to identify, through the application of learning theory, the role of audio-visual materials in classroom communication.

Competency 4. The teachers-in-training will demonstrate in the self-instruction laboratory their ability to operate selected audio-visual equipment, including the combination and carousel type 2" x 2" slide and filmstrip projectors, the 16 mm motion picture projector, and the magnetic tape recorder.

Preparation of Audio-Visual Materials

Competency 1. The teachers-in-training will be taught to design instructional materials to fit specific teaching objectives. This will

include (a) creating non-projected, projected, three-dimensional, and reading materials; (b) producing non-photographic transparencies; (c) preparing audio materials; and (d) developing and cataloging a community resource and vertical resource file.

Competency 2. The teachers-in-training will be able to evaluate the appropriateness and effectiveness of locally-prepared instructional materials for classroom use.

Community Resources

Competency. The teachers-in-training will learn how to involve community agencies in the education and rehabilitation of students. The agencies include: state rehabilitation agencies, sheltered workshops, mental health clinics, halfway houses, day care centers, social services, and employment services.

Rehabilitation Practicum

Competency 1. The teachers-in-training will learn--through practical working experience in different agencies--the organization and operation of rehabilitation and related agencies. This will include information on the agencies' role in the rehabilitation process, problems in serving handicapped persons adequately, and problems and needs of handicapped persons served by the agencies.

Competency 2. The teachers-in-training will translate their clinical experiences into clear, concise, and grammatically-correct written reports and observations.

Competency 3. The teachers-in-training will demonstrate their ability to relate to handicapped persons and professional workers in a positive, helping manner through the practical experience.

Competency 4. The teachers-in-training will establish a treatment training plan for one or more clients, carry it out, and evaluate the results.

Rehabilitation Methods I: Evaluation

Competency 1. The teachers-in-training will gain an understanding of the theories, issues, problems, models, and processes of vocational evaluation.

Competency 2. The teachers-in-training will be taught to administer vocational evaluation tests, including work samples and formal evaluation devices. They will study how to evaluate vocational interest, achievement, aptitude and performance, work tolerance and time factors, and social, perceptual, and specific work skills.

Competency 3. The teachers-in-training will be able to create meaningful rehabilitation plans. Included will be skills in interpreting evaluation results, using realistic occupational goals, using other professional disciplines for guidance and resources, and writing clear and accurate vocational evaluation reports and assessment profiles.

Rehabilitation Methods II: Adjustment

Competency 1. The teachers-in-training will understand the work habits, values, attitudes, interests, and personal relations necessary for successful employment of the handicapped.

Competency 2. The teachers-in-training will be able to provide vocational information, guidance, and counseling to their students. The focus will be on helping the student choose the correct job and on personal qualifications and job requirements, salary, and worker rights.

Competency 3. The teachers-in-training will be able to utilize the major techniques of work adjustment and design an individualized program to meet the rehabilitation needs of each student. This includes the use of adaptive procedures (jigs) and other unique techniques (e.g., behavior modification, counseling, work activities) in the adjustment process.

Competency 4. The teachers-in-training will be able to provide meaningful community job tryouts. This will include maintaining pupil files, selecting appropriate sites for individual students, following-up students at job stations, and expediting work permits. The teachers-in-training will learn how to maintain employer files, be aware of job possibilities, help the employer understand the needs and characteristics of the handicapped, and help the employer establish training schedules. Information on visiting job sites, establishing a reporting system, and the state standard on health and safety precautions, insurance, liability, work permits, minimum wage, and labor laws will also be included.

Competency 5. The teachers-in-training will have the knowledge necessary to locate appropriate jobs for mentally retarded students. This will include determining (a) the jobs available in the community, (b) job characteristics, (c) United States employment trends, (d) human characteristics necessary for specific jobs, and (e) working conditions in a job setting.

Family Living (EMR)

Competency 1. The teachers-in-training will understand the role, function, and structure of the family in contemporary life, including the relationship between the family and society and the family and the individual.

Competency 2. The teachers-in-training will study premarital and marital relationships as a basis for family effectiveness. This includes (a) understanding childhood, adolescent, and premarital heterosexual experiences, (b) understanding self, and (c) maintaining meaningful and terminating unsatisfactory relationships.

Competency 3. The teachers-in-training will understand the components of effective family living: setting goals and making decisions, choosing life styles, managing available resources, expanding and controlling family size, providing for needs of children and adults, and ensuring the safety and health of all family members.

Food Management

Competency 1. The teachers-in-training will be able to plan proper meals and snacks by studying general nutritional needs and specific nutritional needs as related to health, occupation, age, and activity.

Competency 2. The teachers-in-training will study food purchase to implement menus. This will include information on selecting food, comparing prices, determining quantity and quality of food, knowing terminology in food buying, and packaging and labeling.

Competency 3. The teachers-in-training will be able to care for and store foods to avoid spoilage and food poisoning and understand the basic rules of kitchen sanitation.

Competency 4. The teachers-in-training will know how to work safely in the kitchen, including the proper use and care of knives and other equipment and the proper use of stoves.

Competency 5. The teachers-in-training will be able to apply the principles of food preparation to specific food and subsequently to meal preparation.

Competency 6. The teachers-in-training will be able to prepare and serve meals. This will include study of types of meals, combining foods to form meals, and table settings.

Basic Apparel

Competency 1. The teachers-in-training will be able to purchase appropriate clothing, using techniques and information available to retarded youth. The course will deal with clothing function, coordination, labeling, fabric and fiber, construction, color, style, texture, line, design, and fit.

Competency 2. The teachers-in-training will be able to clean and press wearing apparel, using techniques and information available to retarded youth. This will include sorting, washing, and machine drying, storing, removing spots, and polishing and waterproofing shoes.

Competency 3. The teachers-in-training will study different methods of storing clothing, using techniques and information available to retarded youth.

Competency 4. The teachers-in-training will study hand and machine clothing repair, using techniques and information available to retarded youth.

Competency 5. The teachers-in-training will study aspects of good grooming, including body care and make-up.

Competency 6. The teachers-in-training will construct a garment or other textile project (such as miniature drape, wall hanging, weaving).

Competency 7. The teachers-in-training will be able to work with adolescent EMR in an educational setting.

Housekeeping Skills for the EMR

Competency 1. The teachers-in-training will be able to handle family finances, using techniques and information available to the EMR. This will include understanding the need for money, understanding ways to acquire money, determining use and value of simple financial records, knowing procedure of obtaining and using bank and credit facilities, and planning for wise expenditures.

Competency 2. The teachers-in-training will learn how to properly care for a home, its furnishings and equipment, using techniques and information of value to the EMR.

Competency 3. The teachers-in-training will study the housekeeping jobs available to the EMR and how to identify the skills necessary for each job.

Processes

Competency 1. The teachers-in-training will be able to provide instruction about and training for occupations related to the area of industrial processes generated by the basics of growing, extracting, conditioning, and combining.

Competency 2. The teachers-in-training will develop a proficiency in using tools and equipment in the processing area as evidenced by their operation of these tools and equipment in the laboratory situation.

Competency 3. The teachers-in-training will be able to provide guidance in forming attitudes and behavior regarding vocational safety.

Competency 4. The teachers-in-training will be able to provide instruction in the operation of assembly line processing, including types, functional areas, and interrelationships of areas.

Industrial Crafts

Competency 1. The teachers-in-training will develop a proficiency in the use of tools, equipment, materials (fiber, metal, wood), and processes contained in the area of industrial crafts.

Competency 2. The teachers-in-training will be able to provide instruction about and training for craft-related occupations, such as self-employed workshops, craft outlet stores, craft material distributors, and craft objects and supplies manufacture.

Introduction to Graphic Arts

Competency 1. The teachers-in-training will develop a proficiency in the use of several techniques and methods currently being practiced in the graphic arts field. Study will include illustrating concepts of layout and design, producing selected raw materials, and solving problems related to type composition, photo-conversion, image carrier and image transfer devices, and finishing and binding.

Competency 2. The teachers-in-training will be able to provide instruction about and training for graphic arts occupations, including production preparation, production of printed materials, and pulp and paper manufacturing.

General Motor Mechanics

Competency 1. The teachers-in-training will be able to provide instruction about and training for automotive-related occupations, including producing, servicing, adjusting, and repairing fuel systems, ignition systems, ride control, and chassis units.

Competency 2. The teachers-in-training will develop a proficiency in the use of tools and equipment in the automotive area (internal combustion engines and the automotive chassis units) as evidenced by their operation of these tools and equipment in the laboratory situation.

Competency 3. The teachers-in-training will be able to provide information about problems and responsibilities of auto ownership, e.g., purchase, legal and moral aspects, emergency procedures, safe operation.

Physical Education for the Handicapped Student at the Secondary Level

Competency 1. The teachers-in-training will understand the physical ramifications of various handicapping conditions found in public school students, such as the mentally retarded, cerebral palsied, and the visually, auditory, and orthopedically impaired.

Competency 2. The teachers-in-training will have the knowledge necessary to evaluate handicapped high school students' physical capacities in terms of basic movement skills, physical development, perceptual-motor development, and physical fitness.

Competency 3. The teachers-in-training will study the diversified programs of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of handicapped students and will be able to conduct an adapted physical education program for handicapped students.

The design of these courses and the competencies required reflect many current positions in special education. Emphasis on vocational education and vocational rehabilitation responds to the need for career education for EMR students. Involvement with handicapped persons occurs during the freshman year in at least three classes, answering current demands for more and earlier practicum experiences. One course will be taught completely by a model approach in response to those who say:

Figure 7-Courses Utilized to Provide Competencies

Teacher Competencies The teacher must be able to provide:	Courses Intro. to Ed. of the M. R.	Psychology of the Excep. Child	Mental Retardation	Issues in Special Education	Curriculum & Methods, Sec. EMR	Student Teaching	Abnormal Psychology	A-V Communication	Preparation of A-V Materials	Pro-T-Ed	Community Resources	Rehabilitation Practicum	Rehabilitation Methods I
1 Work adjustment	X			X	X	X					X	X	X
2 Job seeking and application skills	X		X	X	X	X							
3 Personal care instruction	X			X	X	X							
4 Techniques of expressing socially acceptable behavior	X			X	X	X	X			X		X	X
5 Job tryouts	X			X	X	X					X	X	X
6 Job placement	X			X	X	X					X	X	X
7 Vocational evaluation	X		X	X	X	X					X	X	X
8 Reinforcement for self confidence		X		X	X	X	X			X		X	
9 Vocational information, counseling			X	X	X	X		X	X	X	X	X	X
10 Opportunities to become aware of responsibilities				X	X	X				X			
11 Communication skill training				X	X	X		X		X			
12 Home management training				X	X	X							
13 Academic instruction				X	X	X		X	X				
14 Instruction in use of vocational community resources				X	X	X					X	X	X
15 Reports to agencies				X	X	X						X	X
16 Interaction with normals	X		X	X	X	X	X			X			
17 Professional assistance for developing responsibilities				X		X	X			X			
18 Post-school activities	X			X		X							
19 Development of manual abilities			X	X		X							X
20 Instruction in leisure time activities				X	X	X							
21 Instruction in home mechanics				X	X	X							
22 Instruction in civic activities				X	X	X				X			
23 Mobility training				X	X	X							
24 Curriculum models	X			X	X	X				X			
25 Skill training for specific jobs				X		X						X	
26 Social, emotional, intellectual functions related to home background	X	X	X	X	X	X	X			X			
27 Assistance in utilizing community resources			X	X		X				X	X		
28 Help to parents in meeting student needs			X	X		X				X	X		
29 Assistance in independent thinking		X	X	X	X	X	X			X			
30 Evaluation of academic abilities				X	X	X				X			

continued on next page

Teacher Competencies The teacher must be able to provide:	Courses Rehabilitation Methods II	Family Living	Fundamentals of Speech	Food Management	Apparel	Housekeeping Skills	Processes I	Industrial Crafts	Graphic Arts	Motor Mechanics	P. E. for the Handicapped	Physical Education Elective
1 Work adjustment	X										X	
2 Job seeking and application skills	X											
3 Personal care instruction				X	X							
4 Techniques of expressing socially acceptable behavior	X											
5 Job tryouts	X	X	X	X	X	X	X		X	X		
6 Job placement	X	X	X	X	X	X	X		X	X		
7 Vocational evaluation	X						X		X	X	X	
8 Reinforcement for self confidence	X											
9 Vocational information, counseling	X	X	X	X	X	X	X	X	X	X		
10 Opportunities to become aware of responsibilities		X										
11 Communication skill training			X		X							
12 Home management training		X		X	X	X						
13 Academic instruction			X	X		X						
14 Instruction in use of vocational community resources	X	X									X	
15 Reports to agencies			X									
16 Interaction with normals				X	X						X	X
17 Professional assistance for developing responsibilities	X	X										
18 Post-school activities												
19 Development of manual abilities	X				X		X	X	X	X	X	X
20 Instruction in leisure time activities								X			X	X
21 Instruction in home mechanics						X						
22 Instruction in civic activities		X										
23 Mobility training										X	X	
24 Curriculum models												
25 Skill training for specific jobs	X					X	X	X	X	X		
26 Social, emotional, intellectual functions related to home background		X										
27 Assistance in utilizing community resources		X	X									
28 Help to parents in meeting student needs			X									
29 Assistance in independent thinking												
30 Evaluation of academic abilities												

"Show us, don't just tell us how." And, most important, the entire program is relevant because it is based on student needs and competencies required of teachers to meet these needs.

To ensure that the curriculum provides the opportunities for the teachers-in-training to acquire each of the necessary competencies, a check-list was devised (see Figure 7). Each course and the competencies provided for by this course are shown. Although several courses provide for most of the competencies, material is not repeated in these courses. Rather, each course presents a new aspect of the competency. For example, the most important competency--work adjustment--is provided for in nine courses. The rationale for this competency is discussed in the Introduction to Education of the Mentally Retarded course; actual skills in providing work adjustment are obtained in the rehabilitation and physical education courses; methods of presenting work adjustment in the high school program are debated and tried in the Issues and Curriculum and Methods courses; and actual presentation of a work adjustment program takes place during Student Teaching.

The Stout model teacher training curriculum includes courses that are designed to provide information and training in each competency required for teachers of secondary level EMR. Determining if the courses do actually provide the opportunities to obtain these competencies is a difficult, ongoing evaluation process.

Evaluation

To ensure that this teacher training curriculum is indeed preparing the types of teacher needed by the field, a continuous, diverse evaluation system has been planned. Three major components of the program will receive the bulk of the evaluation:

(a) Each course must provide for its aspects of the competencies.
(b) Teachers-in-training must demonstrate in actual classroom situations their mastery of the required competencies.
(c) The entire teacher-training program must demonstrate its ability to prepare teachers to more adequately serve secondary EMR than do current, traditional teacher training programs.

Evaluation activities within these three major program components have been devised and will begin upon implementation of the teacher training program. Figure 8 presents the specific activities to be evaluated and the methods of evaluation to be utilized.

Figure 8-Evaluation Activities and Methods

Evaluation Activity	Evaluation Method
Course Evaluation	
1. Presentation of prescribed activities	Checklist
2. Attainment of theory of each competency by teachers-in-training	Written and oral demonstration of attainment
3. Appropriateness of course and methods of instruction	Course evaluation by teachers-in-training
Teachers-in-Training Evaluation	
4. Possession of personality attributes associated with successful teachers in the field	Checklist administered at conclusion of Pro-T-Ed
5. Ability to utilize competencies	Observation by supervisors during practicum, student teaching experiences, and teaching employment
Teacher Training Model Evaluation	
6. Demand for program graduates	File of prospective employer inquiries Follow-up of graduates' employment Questionnaire to all special education administrators in Wisconsin
7. Compare the adult adjustment and vocational success of EMR students taught by graduates of the model program with the adjustment and success of EMR students taught by graduates of special education training programs at other University of Wisconsin campuses	Follow-up of graduates Special class Statistical comparison between students of graduates of all teacher training programs
8. Obtain opinions of teachers, administrators, special students, their parents and employers regarding appropriateness of the high school program	Oral questionnaire by unbiased researcher
9. Determine and implement necessary modifications in the teacher training program resulting from number 8	Review of findings obtained in number 3
10. Evaluate modifications in teacher training program resulting from number 8	Recycle activities 1-9

SECTION V: SUMMARY AND CONCLUSIONS

This report describes the Special Education Project at the University of Wisconsin-Stout, Menomonie, Wisconsin. The Project's purpose was to develop a new model for training teachers of secondary level EMR. Prior to this, research was conducted to determine the specific needs of EMR students at the secondary level and the competencies teachers need to meet them adequately.

Literature reviewed and reported in Section I of the Report and in Project Report #1 indicated widespread dissatisfaction with the education being offered to secondary level EMR. Some schools have excellent vocationally-oriented programs while others still have a strong, singular emphasis on academic skills. Because most special education teachers are trained to teach academics, they naturally tend to emphasize them and minimize the important vocational aspects.

The literature also revealed that schools attempting to utilize a work-study approach often find themselves without teachers who are experienced or trained in this area. Although rehabilitation workers often are involved in vocational programming, they seldom can devote sufficient time to individual students. The bulk of the vocational activity responsibility falls to the special education teacher.

The Project staff used several methods to determine the needs of EMR students and the competencies required of their teachers. Eight nationally respected special educators and over thirty persons from many retardation, rehabilitation, and education agencies participated in a Conference at Stout in November, 1970. From their discussions and recommendations, the Project staff compiled a final list of 31 teachers competencies to meet the needs of EMR secondary students. These, and the information gathered from the literature review and school visitations, formed the basis of a questionnaire sent to all teachers and randomly-selected administrators of secondary level EMR in Wisconsin. The 205 respondents (73% of the total population) also ranked the proportion of emphasis they felt should be devoted to a high school curriculum for the EMR in four curriculum areas. As reported in Section II, they indicated that the Occupational Information and Preparation Curriculum Area should receive the most emphasis, followed by Activities of Daily Living, Psycho-Social, and Academic.

Competencies rated very important for the teacher to have were the ability to provide for work adjustment, job seeking, job tryouts, job placement, vocational evaluation, personal care training, and social development. The results clearly indicate the importance special education teachers attach to the occupational area for a high school curriculum. The need for a prevocational coordinator, i.e., a special edu-

cator who is concerned both with educative and habilitative functions but gives greater attention to the latter (Younie & Clark, 1969; Clark, 1970), was clearly expressed. However, only four respondents indicated that prevocational coordinating was their primary responsibility.

The study also emphasized that other school personnel must become more involved in meeting some of the primary needs of the EMR student; particularly in the psycho-social and academic areas. The respondents also indicated that out-of-school personnel should become involved more in a number of services, such as post-school activities, leisure-time training, and assisting parents. Presently there is too little involvement in these areas. Thus, even though special education teachers do not feel that they should have primary responsibility for meeting all of the student's needs, they are often the only individuals to provide the necessary experiences. Their responses on the questionnaire indicated that they most frequently provided 30 of the 31 student needs. The research indicated regular class teachers need to be taught about the pressing needs of EMR students and how they can better contribute to their education. More understanding and cooperation between helping agencies is also an area needing improvement.

Based on the questionnaire results and additional research, the Project staff developed a secondary EMR curriculum. A program for secondary level EMR should include: (a) work adjustment training; (b) vocational evaluation; (c) vocational and personal guidance and counseling; (d) school and community work experience; (e) interpersonal relationship experiences; (f) self understanding development; (g) preparation for daily living (cooking, sewing, managing a home, leisure time, necessary academics); and (h) manual skill development. Section III explains the curriculum in more detail.

To meet these needs, a teacher must be an instructional specialist and an academic and vocational coordinator as well. He must be knowledgeable in the areas of: (a) human growth and development; (b) academic and vocational adjustment procedures; (c) social and vocational academics; (d) employment opportunities (industrial and business structure, job and community analyses); (e) community resources (rehabilitation, employment, and social agencies); (f) curriculum development; and (g) methods.

Special education teachers must be knowledgeable about school structure and other personnel so that they can utilize all avenues of assistance for their students. They must be adept at public relations to elicit support from school and community agencies and personnel. In addition to these professional competencies, the teachers must have the necessary personal characteristics and concern for their special students.

The results of the project research have significant implications for both regular and special education teacher training. Few special

education teacher training programs provide the opportunity for the development of the majority of competencies found to be very important in this study. Yet the project's research very clearly indicated that secondary teachers of EMR students must be trained to provide services in the vocational, activities of daily living, and psycho-social areas as well as the academics. Thus, special education teachers at the secondary level must receive training in vocational rehabilitation and vocational education if they are to adequately do vocational evaluation, work adjustment, job placement, and prepare their students in the independent living skills areas. In many instances, the teacher may not have to provide some or any of these services. But, he is trained in these competency areas in those many instances when it is necessary. Hopefully, teacher training institutions will soon give the needed attention to exceptional children as they prepare regular class teachers.

The Project staff used the research findings as a basis for developing a unique Bachelor's level teacher training program focusing on student needs and teacher competencies to meet these needs. This program, described in detail in Section IV, is nearing implementation at the University of Wisconsin-Stout. This training program will prepare a teacher who will:

(a) Develop, teach, and evaluate an individualized curriculum consisting of the following:
   1) Social and vocationally-related academics (e.g., communications, mathematics, social science, driver's education)
   2) Remedial academics
   3) Instruction in work habits development, work skills, manual abilities, activities of daily living (cooking, sewing, managing a home, purchasing, raising a family, leisure activities, civic responsibilities, etc.)
   4) Vocational evaluation procedures and techniques (e.g., interest and aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluation)
   5) Behavior modification and other adjustment approaches. Devise a learning (or engineered) classroom setting using psychological and skill training techniques to improve performance and learning
   6) Vocational training and skill development experiences (e.g., industrial arts, homemaking, etc.)
   7) School and community work-experience

(b) Coordinate the special education program with:
   1) Regular classroom teachers
   2) Vocational Rehabilitation
   3) Employment Service
   4) Social Services
   5) Sheltered workshops
   6) Industry and other employment sources

(c) Analyze the employment opportunities available for special education students and devise a plan for assisting students in securing employment utilizing:
   1) Dictionary of Occupational Titles, Guide to Jobs for the Mentally Retarded, Minnesota Occupational Adjustment Patterns (OAPs), etc.
   2) Manpower reports
   3) Employment Service information
   4) Community surveys

(d) Write vocational evaluation reports and recommendations

(e) Conduct follow-up activities on former students and provide assistance when necessary

(f) Conduct public relations activities

(g) Recognize and identify organizations which can assist the retarded

This teacher education program also stresses activities that will allow the teachers-in-training to grow in sensitivity toward and understanding of the retarded. They will assist the retarded student to develop their maximum abilities by: (a) meeting individual needs; (b) helping students become as independent and resourceful as possible; (c) helping students to develop their self concept; (d) helping students understand and carry out responsibilities; and (e) working with students' parents.

The results of the Stout project give considerable support to a vocational emphasis in secondary EMR teacher education, in-service training for practicing teachers, and for educating other school personnel about the handicapped so their total needs can be met. Other research and the current emphasis on career education support the Stout concept of special education teacher training.

Our public schools and teacher training institutions must respond to the need to change present educational practices and content of secondary EMR programs. Students of these programs must receive a quality and relevant education if they are to be successful in the world of work and community living. We hope that the proposed teacher training model which is designed to meet this demand will become a prototype in Wisconsin and elsewhere (a Flow Chart of Project Activities is presented in Appendix C). If such changes occur, we will have reached our goal of better meeting the needs of these students.

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APPENDICES

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APPENDIX A

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION
William C. Kahl
State Superintendent
Archie A. Buchmiller
Deputy State Superintendent

DIVISION FOR HANDICAPPED CHILDREN
JOHN W. MELCHER, ADMINISTRATOR & ASSISTANT SUPERINTENDENT
WISCONSIN HALL, 126 LANGDON STREET
MADISON, WISCONSIN 53702

March 12, 1971

Dear Special Educator:

The Division for Handicapped Children, Stout State University, and the Office of Education, Washington, D.C. are cooperating in a special education research project. This project is designed to define the educational needs of secondary level (grades 10 - 12) educable mentally retarded (EMR) students and to determine what changes might be made in the college preparation of teachers who will work with these students.

This study requires the opinions of a large number of special educators. The enclosed questionnaire was developed after considerable study and we feel it will provide the information needed to determine if changes should be made in college curricula. Completion of the questionnaire will take only about 20 minutes of your time.

Although this is an additional task for you, we know that you will realize its importance to the field of special education and the training of secondary level EMR teachers. You are not asked to sign the questionnaire as your responses will be kept in strict confidence. All responses will be grouped together and analyzed in total rather than individually.

Your assistance in the research project is vitally important. We hope that you and all other Wisconsin teachers of secondary EMR students will respond by March 26 so that your personal opinions will be included in this most relevant research.

Sincerely,

Victor J. Contrucci

Victor J. Contrucci, Program Administrator
Mentally Handicapped Section
Division for Handicapped Children

Donn Brolin

Donn Brolin, Director
Special Education Project
Stout State University

yk
Enclosure

Wisconsin Department of Public Instruction
Special Education Study Field Questionnaire
PI-BHC-SE-125 (New 3-71)

INSTRUCTIONS: The following information about yourself is important for our study. You need not identify yourself, but it is important that the data is accurate.

1. Education.

Degrees Held	Major	Minor	College
1)			
2)			
3)			

Working toward certification? _____ Hold special education certification? _____

2. Teaching Experience. Number of years teaching:

Secondary level EMR (grades 10-12). . _____ years TMR . . . . . _____ years

Other EMR . . . . . _____ years Non-retarded students . . . . . _____ years

3. Non-Teaching Employment: _____ years

4. Present Age: _____ years

5. Sex: Male _____ Female _____

6. School Information. Check which you work in:

Senior high with work-study (a combination classroom education & work experience) _____ Combined junior/senior high with work-study _____

Senior high without work-study _____ Combined junior/senior high without work-study _____

7. Percentage of Time Spent In: (Total equals 100%)

Classroom teaching of the EMR _____% Work experience coordination _____%

Other classroom teaching _____% Other_____ _____%

8. How Many:

EMR students in grades 10-12 in your school? _____

Total students in your school? _____

People in the city where your school is located? _____

Part I - PROPORTION OF EMPHASIS devoted to curriculum areas. The results of our research efforts on the needs of the educable mentally retarded (EMR) indicate that a high school curriculum for these students must be essentially concerned with four areas: (A) Psycho-Social, (B) Activities of Daily Living, (C) Academic, and (D) Occupational Information and Preparation.

INSTRUCTIONS: Please read and consider those specific needs that must be met in each of the curriculum areas listed below. Then, on the following page rate the percentage of emphasis you feel should be spent preparing students in each of these curriculum areas.

A. Psycho-Social Curriculum Area. The student needs to:

1.1 exhibit socially acceptable behavior and self-expression (e.g., form and maintain social relationships, be accepted).

1.2 exhibit adequate self-awareness, self-confidence, and self-concept.

1.3 exhibit ability to participate with "normals."

1.4 exhibit the ability to think independently and resourcefully and to take an initiative.

1.5 exhibit spiritual as well as material values (e.g., value happiness, beauty, etc., as well as money and belongings).

1.6 exhibit responsibility toward himself and others.

B. Activities of Daily Living Curriculum Area. The student needs to:

2.1 exhibit proper care of himself in grooming, hygiene, and physical safety.

2.2 exhibit awareness of sex facts, responsibilities of sexual relationships and behavior, and parenthood.

2.3 exhibit home management abilities, e.g., cooking, cleaning, sewing and repairing garments, caring for lawn, caring for children, meeting emergencies.

2.4 exhibit awareness of family relationships and the ability to live within them.

2.5 exhibit necessary mobility, e.g., drive a car, walk in the community, utilize public transportation facilities.

2.6 exhibit ability to use community resources, e.g., libraries, churches, movies, agencies, etc.

2.7 exercise his civic rights and responsibilities, e.g., the right to vote, adherence to the law, fundamentals of government.

2.8 exhibit sufficient communication ability to make his thoughts understood.

2.9 exhibit appropriate leisure activities, e.g., sports, hobbies, etc.

C. Academic Curriculum Area. The student needs to:

3.1 exhibit reading skills sufficient to comprehend a newspaper, application form, safety signs, highway signs, etc.

3.2 exhibit arithmetic skills sufficient to count his money, balance his checkbook, read a thermometer, etc.

3.3 exhibit spelling and writing skills sufficient for social correspondence, completing job applications, completing simple forms (credit, social security), etc.

3.4 exhibit awareness of social studies and science sufficient to indicate an understanding of the basics of American and community history, geography, nature, ecology, etc.

D. Occupational Information and Preparation Curriculum Area. The student needs to:

4.1 exhibit proper work habits, e.g., awareness of time, supervisor and peer relationships, motivation, etc.

4.2 exhibit motor skills sufficient to obtain appropriate employment, e.g., motor coordination, tolerance, strength, eye-hand coordination.

4.3 exhibit awareness of many occupations, their skill requirements, and the personal needs of individuals who work in these occupations.

4.4 exhibit ability to seek and apply for a job, e.g., where to look for employment agencies, how to complete job application forms and interviews, etc.

4.5 exhibit competency in a specific occupational skill, e.g., clerical, service, industrial, agricultural, etc.

4.6 exhibit the ability to do satisfactory work on a regular job.

After considering each of the above curriculum areas and the specific needs subsumed under each, please indicate below the percentage of emphasis that you feel should be spent in each of the four areas during the overall three-year high school program. (Be sure the total of the four areas equals 100%)

	Percentage of Emphasis
A. Psycho-Social Curriculum Area	_____%
B. Activities of Daily Living Curriculum Area	_____%
C. Academic Curriculum Area	_____%
D. Occupational Information & Preparation Curriculum Area	_____%
	100 %

Part II - TEACHER COMPETENCIES

INSTRUCTIONS: To meet the student needs listed in Part I, the high school curriculum for the EMR should provide a wide range of experiences, activities, and instruction in the four curriculum areas. Specific experiences for each of the curriculum areas are listed in column 1. We would like you to:

In column 1, rate the relative importance of each item listed, i.e., how important you feel this experience, activity, or instruction is in the EMR curriculum;

In column 2, indicate who ideally should provide this activity: a special education teacher, a prevocational coordinator (concerned with educative and habilitative functions but giving greater attention to the latter), other school personnel (counselor, psychologist, regular class teacher, social worker), or others outside of school (welfare, DVR, sheltered workshop);

In column 3, indicate who in practice now provides this activity: a special education teacher, a prevocational coordinator, other school personnel, others outside of school, or it is not provided.

Because there may be several activities listed within one item, please be sure that you respond to the item as a whole and not to any one part. Your response should indicate your overall reaction regarding the item.

(1) Rating of the importance of curriculum experience, activity, or instruction. Circle the appropriate number: 1 = Not Important, 2 = Slightly Important, 3 = Moderately Important, 4 = Important, 5 = Very Important						(2) Indicate with an "x" WHO you feel ideally should perform this activity (you may check more than one)				(3) Indicate with an "x" WHO in practice performs this activity (you may check more than one)				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
A. Psycho-Social Curriculum Area														
The student must be provided with:														
1.1 techniques of expressing socially acceptable behavior	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.2 necessary reinforcement for the development of adequate self-confidence, self-awareness, and self-concept	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.3 a wide range of opportunities for maximum interaction with "normals"	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.4 instruction in and opportunities for independent and resourceful thinking and initiative	1	2	3	4	5	___	___	___	___	___	___	___	___	___

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
1.5 an appreciation of the aesthetic values, e.g., happiness, beauty	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.6 social, emotional and intellectual functioning related to his home background	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.7 professional assistance in helping parents meet student needs, e.g., emotional support, dietary and rest requirements	1	2	3	4	5	___	___	___	___	___	___	___	___	___
1.8 professional assistance in developing responsibility to himself and others	1	2	3	4	5	___	___	___	___	___	___	___	___	___
Additional: _____	1	2	3	4	5	___	___	___	___	___	___	___	___	___
B. Activities of Daily Living Curriculum Area														
The student must be provided with:														
2.1 instruction in methods of home management, e.g., cooking, purchasing and budgeting, clothing construction, etc.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
2.2 instruction in methods of home mechanics, e.g., operating appliances, minor repairing, caring for equipment	1	2	3	4	5	___	___	___	___	___	___	___	___	___
2.3 instruction in methods of personal care, e.g., hygiene, nutrition, parenthood, sex education, safety	1	2	3	4	5	___	___	___	___	___	___	___	___	___
2.4 instruction in methods of utilizing community resources, e.g., post office, churches, etc.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
2.5 instruction in use of leisure time, e.g., sports, crafts, social activities	1	2	3	4	5	___	___	___	___	___	___	___	___	___

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Pro-vided
2.6 instruction in methods of mobility, e.g., driving, utilization of mass transportation	1	2	3	4	5	—	—	—	—	—	—	—	—	—
2.7 instruction in rights and responsibilities of civic activities, e.g., laws, voting, participation, etc.	1	2	3	4	5	—	—	—	—	—	—	—	—	—
2.8 opportunities and training in communication skills, e.g., reading, writing, and speaking appropriately for daily activities	1	2	3	4	5	—	—	—	—	—	—	—	—	—
2.9 opportunities to become aware of his responsibilities to himself & others	1	2	3	4	5	—	—	—	—	—	—	—	—	—
Additional: _____	1	2	3	4	5	—	—	—	—	—	—	—	—	—
C. Academic Curriculum Area														
The student must be provided with:														
3.1 an ongoing evaluation of academic abilities and limitations, e.g., through observation, testing, etc.	1	2	3	4	5	—	—	—	—	—	—	—	—	—
3.2 academic skill instruction related to present and future vocational and social adjustment	1	2	3	4	5	—	—	—	—	—	—	—	—	—
3.3 curriculum models so as to receive organized academic instruction in appropriate scope and sequence	1	2	3	4	5	—	—	—	—	—	—	—	—	—
Additional: _____	1	2	3	4	5	—	—	—	—	—	—	—	—	—
D. Occupational Information & Preparation Curriculum Area														
The student must be provided with:														

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
4.1 vocational evaluation, e.g., interest & aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluations	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.2 instruction & training for work adjustment, e.g., work habits, interest, motivation, interpersonal relations, ability to follow directions, etc.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.3 activities promoting the development of manual abilities (motor skills)	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.4 skills for a specific job or jobs, e.g., clerical, service, industrial, etc.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.5 vocational information, guidance and counseling, e.g., familiarization with world of work, knowledge of many occupations, their skills requirements, etc.	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.6 instruction in methods of job seeking and application	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.7 instruction in the use of community resources which aid in vocational and social adjustment, e.g., DVR, social services	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.8 job tryouts	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.9 job placement upon completion of schooling	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.10 a professional person competent to make reports of the student's progress, evaluations, and recommendations to agencies & potential employers	1	2	3	4	5	___	___	___	___	___	___	___	___	___
4.11 post-school activities, coordinated by a professional, when necessary	1	2	3	4	5	___	___	___	___	___	___	___	___	___
Additional: _____	1	2	3	4	5	___	___	___	___	___	___	___	___	___

214-260 Basic Apparel for the EMR 3 credits
Primarily for Special Education majors concerned with the selection, care, repair and storage of personal clothing. Construction of garment or other textile project.

Competencies to be attained by teachers-in-training of secondary educable mentally retarded (EMR):*

Competency 1. The teachers-in-training will be able to purchase clothing, using techniques and information valuable to retarded youth.

A. Function: activity involved while wearing the item
B. Coordination: the item with the present wardrobe
C. Labeling terms in relation to performance, care and comparison with like garments
D. Fabric and fiber as it pertains to wear and care
E. Construction of garment
F. Choice relative to individual: color, style, texture, line and design
G. Fit in selection of items
H. Making final decision

Objective:

Given garments and a rating sheet, the teacher-in-training will be able to choose appropriate, well constructed garments.

Activities:

1. Mount, label, and identify designs of fabric
2. Weave a 4 x 4 inch square of fabric from yarn
3. Identify common fibers and fabrics in ready-to-wear (RTW garments)
4. Compare well constructed and poorly constructed garment
5. Compare joinings and seams of child's, man's and woman's pants or tops
6. Packages comparing pictures of styles and lines in relation to figure
7. Try on different color and texture fabric swatches
8. Determine shoe size and illustrate techniques of fitting with new shoe on individual
9. Try on incorrect and correct sizes of garments
10. Discuss appearance and comfort of above garments
11. Illustrate methods of taking and recording various body measurements
12. Compare body measurements to measurements of good fitting coat, pants or dress
13. Compare cost of garments in relation to learned construction, fit, fiber, fabric, function, body characteristics and care.

* Teachers-in-training will be learning from resources and simple experiences on a level as near as possible to those they will be utilizing as teachers.

14. Read:
    a. Lewis, p. 115, 126, 156, 144, 183
    b. Dunn, p. 159
    c. Garrett, p. 28, 76, 3, 15
    d. Handouts
15. View filmstrips

Resources:

1. RTW garments
2. Swatches of fabric; yarn
3. Text:
    a. Lewis, Dora S., Banks, Anna K., Banks, Marie. Teen Horizons at Home and School. London: Macmillan Co., Collier-Macmillan Limited, 1970.
    b. Dunn, Lucille, Bailey, Annetta, Vansickle, Wanda. Steps in Clothing Skills. Peoria: Chas. A. Bennett Co., Inc., 1970.
    c. Garrett, Pauline G. and Metzen, Edward J. You Are a Consumer of Clothing. Boston: Ginn and Company, 1967.
4. Ladies' wear and men's wear store
5. Pictures of styles and lines in relation to figure
6. J. C. Penny filmstrips

Evaluation:

Using the Rating Sheet for Judging Appearance of a Garment, the teachers-in-training will choose appropriate and well constructed articles of clothing. Responses on the Rating Sheet must meet the mutual satisfaction of the teacher-in-training and the instructor.

Competency 2. The teachers-in-training will be able to clean and press wearing apparel, using techniques and information valuable to retarded youth.

A. Sorting, washing and machine drying
B. Storage
C. Pressing
D. Spot removal
E. Shoe polishing and waterproofing

Objective:

The teachers-in-training, given clothing and equipment necessary, will identify and demonstrate their ability to care for these garments.

Activities:

1. Illustrate techniques of keeping store tags for garment care
2. Lecture on syndats, softeners, conditioners, bleaches and their use
3. Demonstrate sorting, washing and machine drying to different loads of clothes

4. Demonstrate use and care of iron, especially steam and spray
5. Lecture on safety tips in handling iron
6. Demonstrate adjustment of ironing board
7. Demonstrate pressing a fabric model during construction
8. Demonstrate pressing a pair of slacks
9. Demonstrate ironing small child's garment
10. Show simple methods of spot removal
11. Demonstrate techniques of shoe polishing
12. Demonstrate techniques of waterproofing shoes and boots
13. Read:
    a. Lewis, p. 228
    b. Handout materials
14. Discuss and list job opportunities for the retarded in the field of laundering

Resources:

1. Laundry laboratory including soaps, etc.
2. Machine washable clothes
3. Shoes and boots
4. Articles for pressing
5. Text
6. Handout materials

Evaluation:

The teachers-in-training will demonstrate in a practical situation and to the satisfaction of themselves and the instructor their ability to clean and press their clothing.

Competency 3. The teachers-in-training will be able to store clothing, using techniques and information valuable to retarded youth.

A. Hanging storage
B. Flat storage
C. Shoe storage

Objective:

Given storage space and clothing, the teachers-in-training will devise storage procedures for the articles of apparel.

Activities:

1. Collect pictures of clothes storage ideas
2. Practice putting items in drawer in orderly fashion
3. Examine various shoe storage devices
4. Devise drawer dividers
5. Read: Dunn, p. 214-225

Resources:

1. Magazines
2. Texts
3. Shoe storage devices
4. Drawers

Evaluation:

The teachers-in-training will give an oral analysis of photographs of closets. This analysis must meet the mutual satisfaction of the teacher-in-training and the instructor.

Competency 4. The teachers-in-training will be able to repair clothing, using techniques and information valuable for retarded youth.

A. Hand repairs
B. Press on patch
C. Machine repair

Objective:

Given articles of clothing needing various simple repairs and the equipment required, the teachers-in-training will be able to apply the necessary repairs.

Activities:

1. Demonstration of sewing equipment by name and use
2. Sew on button, snaps, hooks and eyes
3. Apply a press-on patch
4. Thread a sewing machine by following steps in manual
5. Identify necessary parts of a sewing machine
6. Practice operating a sewing machine
7. Machine repair a seam
8. Zigzag repair a button hole
9. Rip out hem of RTW garment, press, adjust for new length, finish raw edge and machine or hand stitch in place
10. Read:
    a. Dunn, p. 464-473
    b. Handouts
11. Discuss and list job opportunities in the area of clothing alteration and repair

Resources:

1. Sewing equipment
2. Sewing accessories
3. Garments for repair
4. Text
5. Handouts

Evaluation:

The teachers-in-training will demonstrate in a practical situation and to the satisfaction of themselves and the instructor, their ability to perform one teacher chosen activity from the above list of activities.

Competency 5. The teachers-in-training will recognize aspects of good grooming.

A. Body care and grooming
B. Make-up

Objective:

The teachers-in-training will recognize aspects of physical good grooming that complement appropriate clothing selection.

Activities:

1. Films
2. Experiment with or observe proper make-up and techniques
3. Discuss needs or proper body care and grooming
4. Compare available items which provide proper grooming
5. Role play poorly groomed individual versus well groomed individual. Identify differences verbally
6. Texts

Resources:

1. Films
   a. Avon, Simply Beautiful
   b. Body Care and Grooming
2. Cosmetic samples from Avon
3. Texts

Evaluation:

The teacher-in-training will correctly answer at least 18 of the 20 question quiz on the movie Simply Beautiful.

Competency 6. The teachers-in-training will be able to construct a garment or other textile project.

A. Garment Activity
   1. Pattern selection
      a. Pattern size
      b. Figure type
   2. Selection and preparation of fabric
   3. Pattern layout and cutting
      a. Pattern markings
      b. Pattern guide sheet
   4. Marking

5. Machine stitching
   a. Staystitching
   b. Directional stitching
6. Techniques of construction
   a. Control of fullness
      1) Darts
      2) Easing
   b. Seams
   c. Finishes
      1) Seam
      2) Edge
   d. Plackets
   e. Zippers
   f. Facings and collars
   g. Waistline treatments
   h. Garment closures
   i. Setting in sleeves
   j. Hems
7. Construction of garment (individual ability and previous experience will determine project)

8. Textile Activity (miniature drape, wall hanging, weaving project, etc.)
   1. Identify project
   2. Select design and purchase pattern if necessary
   3. Purchase materials
   4. Make procedure plan
   5. Construct project

Objective:

The teachers-in-training will learn to apply basic sewing principles by constructing a garment or other textile projects.

Activities:

1. Demonstration of items A 1-6 and B 1-4 above
2. Teachers-in-training involvement, items A 1-7 or B 1-5 above
3. Read:
   a. Handouts
   b. Construction books by Simplicity or McCalls

Resources:

1. Store for purchase of pattern, fabric and accessories
2. Construction laboratory
3. Handouts
4. Construction books
5. Instructor Score Sheets

Evaluation:

The garments or textile projects will be judged satisfactory on the Instructor Score Sheets.

Competency 7. The teachers-in-training will be able to work with adolescent EMR in an educational setting.

A. Desire
B. Ability

Objective:

Given an adolescent EMR and a one to one classroom situation, the teachers-in-training, with assistance from the instructor, will determine their desire and ability to teach the adolescent EMR.

Activities:

1. Teachers-in-training and the instructor plan techniques of demonstrating an activity from competency 2, 3, or 4 to EMR students
2. On a one to one basis, teacher-in-training will demonstrate chosen activity to EMR
3. Student and teacher-in-training complete the activity
4. If EMR is not successful, teacher-in-training and student will utilize another demonstration method and simple activity until EMR has success
5. Teacher-in-training and EMR plan and complete activity chosen from competencies 1-6.

Resources:

1. Teaching space in university clothing laboratory
2. EMR students
3. Materials necessary for project construction

Evaluation:

The teachers-in-training and the instructor will determine the ability of the teachers-in-training to teach the adolescent EMR. Evaluations will utilize a check list including:

1. Types and appropriateness of project developed
2. Appropriateness of methods and demonstrations
3. Flexibility and imagination in individualizing the lessons
4. Provision for success experiences
5. Rapport
6. Enthusiasm

FLOW CHART OF PROJECT ACTIVITIES

PREVIEW

- Determine Project activities, schedule, and staff
- Select advisory committee

SUPPORT

- Gain support of local, state, and national educational agencies and personnel
  - Correspondence
  - Personal visits

RESEARCH

- Determine needs of secondary level EMR and competencies required of their teachers
  - Visits to special classes
  - Visits to regular classes with EMR students
  - Review of literature
  - National curriculum
  - Conference utilizing Delphi technique to determine broad needs and competencies
  - Develop survey instrument and collect data from Wisconsin teachers and administrators of secondary EMR regarding importance of needs and competencies
  - Interpret data (staff and outside research specialist)

RESEARCH IMPLICATIONS

- Determine appropriateness of current programs for secondary EMR
  - Classroom visits
  - Interpret data
- Determine ability of current teacher training programs to prepare competent teachers for secondary EMR
  - Sample university requirement for Special Education majors
  - Interpret data

PROGRAM DESIGN

- Design curriculum for secondary level EMR to meet all needs determined by research findings
  - Review research data
  - Input from 17 area special class teachers
  - Input from Division for Handicapped Children
- Design teacher training curriculum to include all competencies determined by research findings
  - Determine University procedure for implementing curriculum change
  - Utilize experts to determine topics within each competency
  - Determine available courses presenting competencies
  - Determine additional courses necessary
- Prepare competency based course outlines
  - Input from potential instructor of each course
  - Input from outside curriculum specialist
  - Input from Division for Handicapped Children

APPROVAL AND EVALUATION

- Evaluation of Project to date
  - Input from directors of secondary special education
  - Input from Advisory Committee members
  - Evaluation by outside impartial evaluation
- Endorsement from university, state Division for Handicapped Children, and North-central approval bodies
  - Prepare and present appropriate documents to each body

IMPLEMENTATION

- Determine competencies required of faculty and select faculty
  - Utilize University and secondary school personnel as search and screen committee
- Provide inservice to University support faculty
  - Provide information regarding unique curriculum and mental retardation
- Select and purchase materials
  - Obtain classroom, library, and Educational Materials Center materials
- Determine prerequisites for potential students
  - Utilize committee of students and faculty
- Recruit and select students
  - Prepare recruitment bulletins
  - Notify campus recruitment personnel
  - Interview prospective students

EVALUATION AND MODIFICATION

- Assess courses
  - Written evaluation by students
  - Evaluation of degree to which students attain required competencies
  - Modify courses as needed
- Assess students
  - Practicum and student teaching experiences
  - Modify curriculum as needed
- Assess program
  - Evaluation of degree to which secondary schools select graduates of this program to teach their secondary classes
  - Compare adult adjustment of special students leaving programs taught by Stout graduates and special students taught by graduates of other teacher training programs
  - Modify program as needed

COMMUNICATION

- Reports of Project activities, conclusions and modifications
  - Project Reports
  - Interim Reports